

# Unit Planning Guide: Grade \_K\_ Unit \_1\_ of \_8\_

Unit Title: Getting Started – Welcome to Kindergarten	Pacing (Duration of Unit): 4 weeks
Grade: Kindergarten	Buffer Day(s): 3

## Desired Results

### Transfer Goals

*With guidance and support, Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- **RF.K.2.** Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- **L.K.1.f** Produce and expand complete sentences in shared language activities.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- **L.MA.K.8A** Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.
- **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

\*These standards are taught throughout the year

- **SL.K.1a\*** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.
- **L.K.1\*** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1b\*** Use frequently occurring nouns and verbs.

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- **SL.K.6\*** Speak audibly and express thoughts, feelings, and ideas clearly.
- **RL.K.4\*** Ask and answer questions about unknown words in a text.
- **RL.K.10\*** Actively engage in group reading activities with purpose and understanding.
- **RI.K.4\*** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.10\*** Actively engage in group reading activities with purpose and understanding.

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

#### Big Ideas:

Learning communities are most effective when the members of the communities follow rules and help each other.

Knowledge can be gained from others through individual and group discussions, interviews, and text.

#### Essential Questions:

How am I part of a learning community?

What can we do to be part of a classroom discussion?

How can listening to a text read aloud help us learn?

### Acquisition (\*Mostly assessed through traditional summative assessments)

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• What it is to be a productive member of the learning community</li> <li>• that speaking and listening effectively gains information</li> <li>• That Information can be gained by listening and speaking with people and listening to texts read aloud</li> </ul> <p><b>Key Academic Vocabulary -</b></p> <ul style="list-style-type: none"> <li>• Listen, listening, listener</li> <li>• Speak, speaking, speaker</li> <li>• Community, member, role</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• understanding learning community rules and expectations (comprehension)</li> <li>• demonstrating what it means to be effective members of a learning community. (application)</li> <li>• demonstrating active listening (keep hands and feet in your own space, eyes and ears on the speaker, no talking, thinking about what the speaker is saying.) (application)</li> <li>• demonstrating effective speaking (Keep hands away from your mouth; speak clearly with appropriate volume, making eye contact with your listener.) (application)</li> <li>• engaging in 2 way, on topic, conversations (application, synthesis)</li> <li>• using new vocabulary appropriately (knowledge, comprehension, application)</li> </ul> <p>asking a question for clarification (analysis)</p> <ul style="list-style-type: none"> <li>• demonstrating understanding of spoken words, syllables, and sounds(phonemes).</li> <li>• Asking and answering questions about key details to confirm understanding of a text read aloud</li> </ul>
---	---